SINDH TEXTBOOK BOARD, JAMSHORO.

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CONTENTS

Unit: 1.1

Introduction

Skills: Listening
Speaking

Assalam-u-Alaikum.

My name is Imran.
I am your teacher.

Waa'laikum Assalam.

My name is Bachal.
I am your student.

Waa'laikum Assalam.

My name is Seerat.
I am your student.

Note For Teachers:

- Ask the students to introduce themselves one by one.

Unit: 1.2

Greetings

Skills: Listening
Speaking

Note For Teachers:

- Tell the students that these greetings can be used in every situation and ask them to greet their friends, class fellows, parents and other people using these greetings.
- Give the students more practice by using different role play activities.

Unit: 2.1

Alphabet

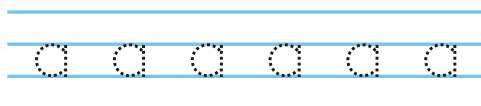
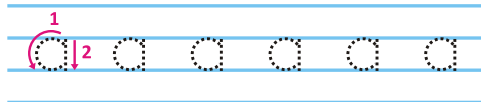
Initial letters and their sounds.

Skills: Listening
Speaking

Note For Teachers:
- Ask the students to say the name of the picture and the sound of the beginning letter.
- Help the children to repeat after you at least three times.

Unit: 2.2

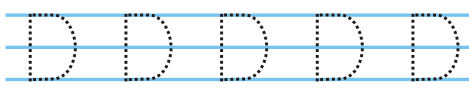
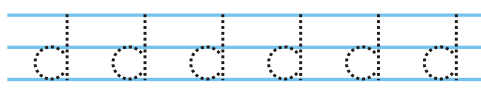
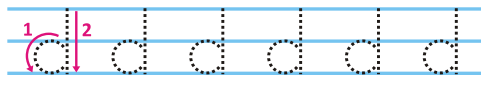
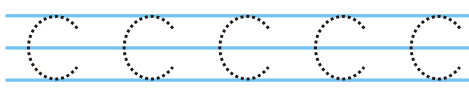
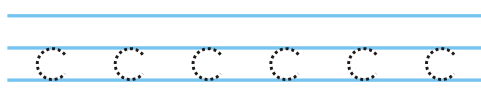
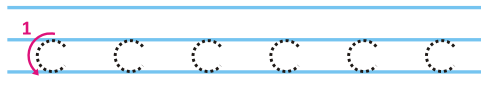
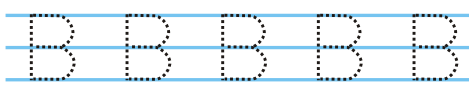
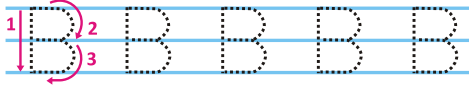
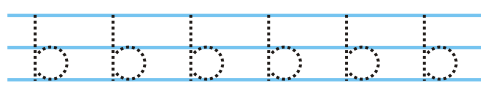
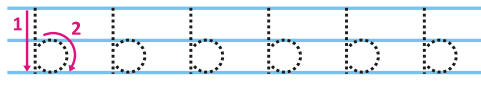
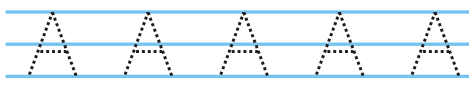
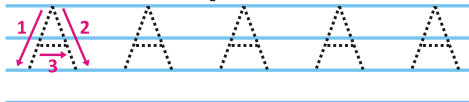
Trace the patterns.

Skill: Writing

Small | Capital

Note For Teachers:

- Ask the students to practice each pattern in their copies.

Unit:2.3

Alphabet

Initial letters and their sounds.

Skills: Listening
Speaking

E e

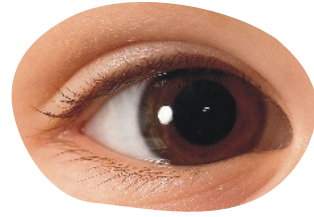
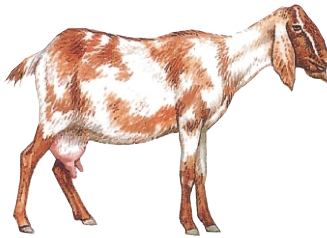
eagle egg eye

F f

fish fan sun flower

G g

goat glass gate

H h

hen horse hat

Note For Teachers:
- Ask the students to say the name of the picture and the sound of the beginning letter.
- Help the children to repeat after you at least three times.

Unit: 2.4

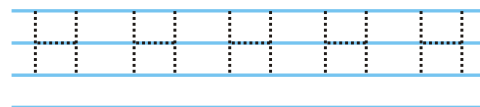
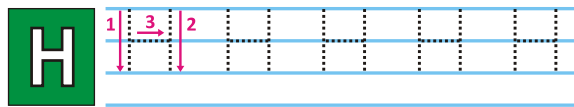
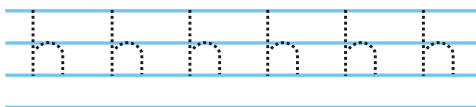
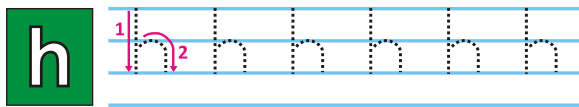
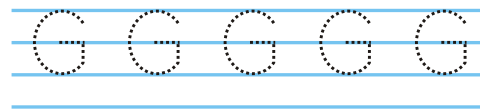
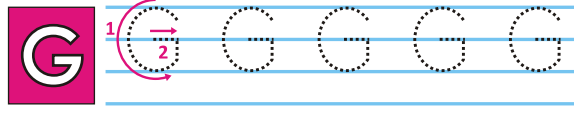
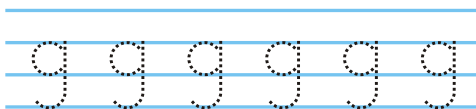
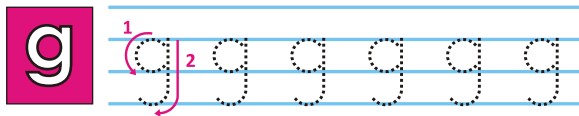
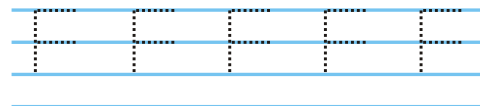
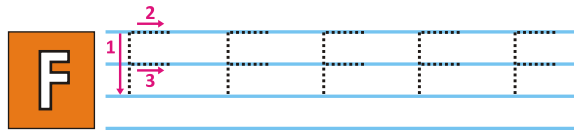
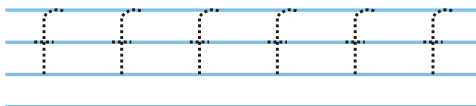
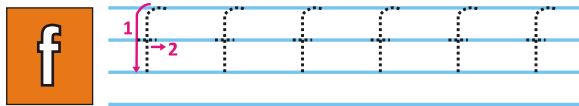
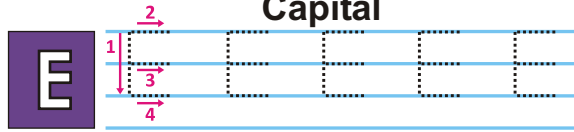
Trace the patterns.

Skill: Writing

Note For Teachers:

- Ask the students to practice each pattern in their copies.

Unit:2.5

Alphabet

Initial letters and their sounds.

Skills: Listening
Speaking

I i

inkpot

iron

ice-cream

J j

jacket

jug

jeep

K k

Kitten

key

kettle

L l

lock

lion

leaf

Note For Teachers:

- Ask the students to say the name of the picture and the sound of the beginning letter.
- Help the children to repeat after you at least three times.

Unit: 2.6

Trace the patterns.

Skill: Writing

Note For Teachers:

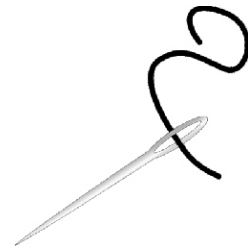
- Ask the students to practice each pattern in their copies.

Unit:2.7

Alphabet

Initial letters and their sounds.

Skills: Listening
Speaking

M m

mango mug monkey

N n

nest net needle

O o

ox orange onion

P p

parrot pencil pen

Note For Teachers:
- Ask the students to say the name of the picture and the sound of the beginning letter.
- Help the children to repeat after you at least three times.

Unit: 2.8

Trace the patterns.

Skill: Writing

Small | Capital

m m m m m m m | M M M M M M
m m m m m m | M M M M M
n n n n n n n | N N N N N N
n n n n n n | N N N N N
o o o o o o o | O O O O O O
o o o o o o | O O O O O
p p p p p p p | P P P P P P
p p p p p p | P P P P P

Note For Teachers:
- Ask the students to practice each pattern in their copies.

Unit: 2.9

Alphabet

Initial letters and their sounds.

Skills: Listening
Speaking

Q q

queue

quilt

queen

R r

ring

rabbit

radio

S s

snake

star

soap

T t

tree

train

telephone

Note For Teachers:
- Ask the students to say the name of the picture and the sound of the beginning letter.
- Help the children to repeat after you at least three times.

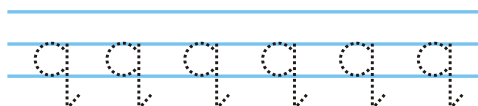
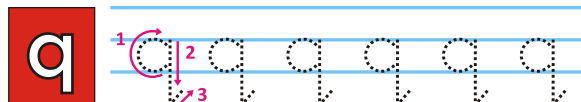
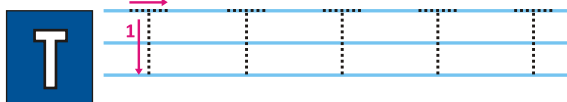
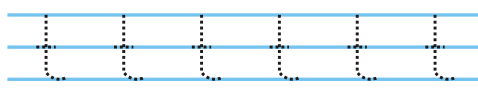
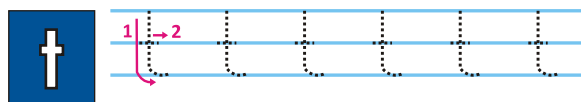
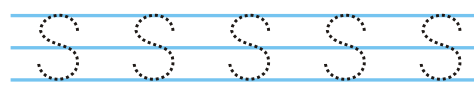
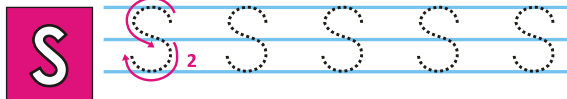
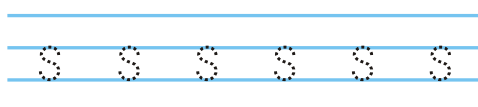
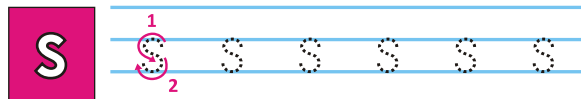
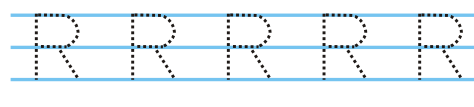
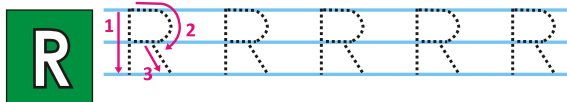
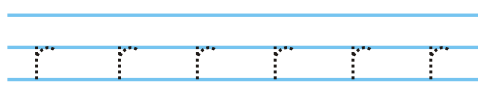
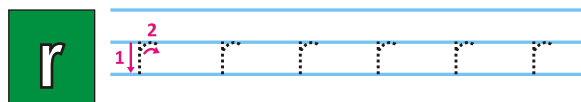
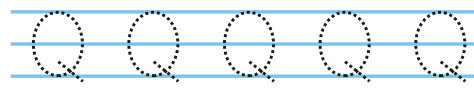
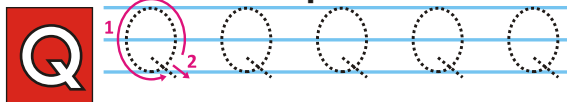
Unit: 2.10

Trace the patterns.

Skill: Writing

Note For Teachers:
- Ask the students to practice each pattern in their copies.

Unit: 2.11

Alphabet

Initial letters and their sounds.

Skills: Listening
Speaking

U u

umbrella

umpire

urn

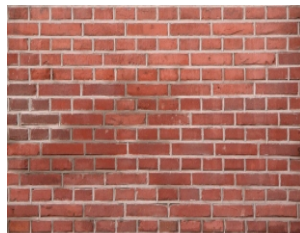
V v

van

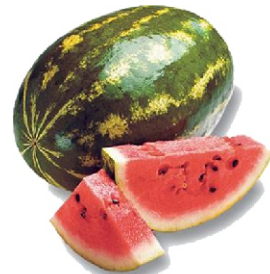
vase

vest

W w

well

wall

water-melon

X x

x-ray

box

fox

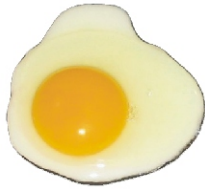
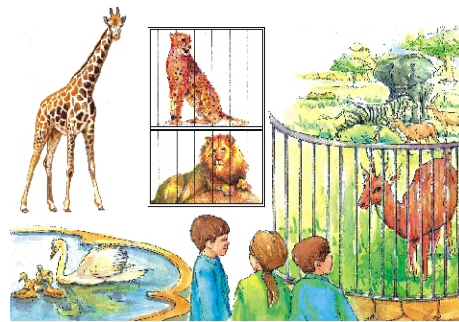
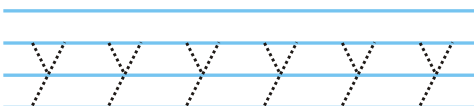
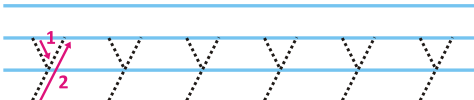
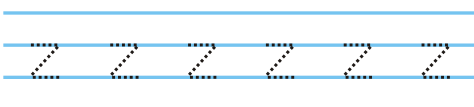
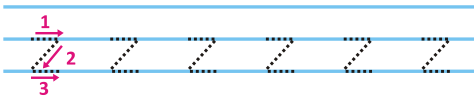
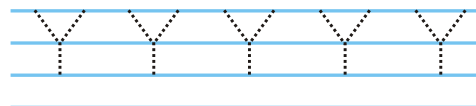
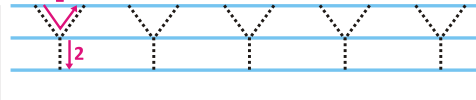
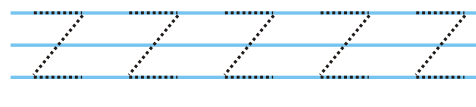
Note For Teachers:

- Ask the students to say the name of the picture and the sound of the beginning letter.
- Help the children to repeat after you at least three times.

Unit: 2.13

Alphabet

Initial letters and their sounds.
Trace the patterns.

Skills: Listening
Speaking
Writing

Note For Teachers:
- Ask the students to say the name of the picture and the sound of the beginning letter.
- Help the children to repeat after you at least three times.
- Ask the students to practice each pattern in their notebooks.

Unit:2.14

Alphabet

Look and say.

Small letters

Note For Teachers:

- Write the letters on the blackboard, and drill the names.
- Tell students that small and capital letters have the same sound but they are different in shapes and sizes.

Unit:2.15

Alphabet

Look and say.

Capital letters

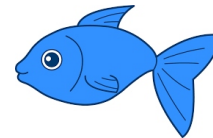
Note For Teachers:

- Write the letters on the blackboard, and drill the names.
- Tell students that small and capital letters have the same sound but they are different in shapes and sizes.

Unit:3.1

Beginning Sounds

Look at the picture and write the beginning sound.
The first one is done for you.

b

Note For Teachers:

- Tell the students to name the objects and say the beginning sounds.
- Ask them to write the beginning sound in the box.

Unit:3.2

Beginning Sounds

Match the letters with beginning sounds of the pictures. The first one is done for you.

a

b

c

d

e

f

Note For Teachers:

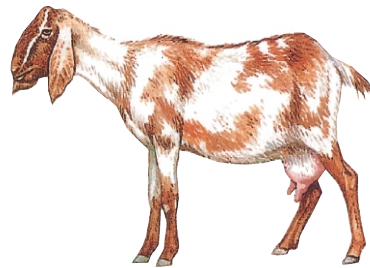
- Tell the students to name the objects and say the beginning sound.
- Ask them to match the letters with the pictures.

Unit:3.3

Match the letters with beginning sounds of the pictures.

g

h

i

j

k

l

Note For Teachers:

- Tell the students to name the objects and say the beginning sound.
- Ask them to match the letters with the pictures.

Unit:3.4

Match the letters with beginning sounds of the pictures.

m

n

o

p

q

r

Note For Teachers:

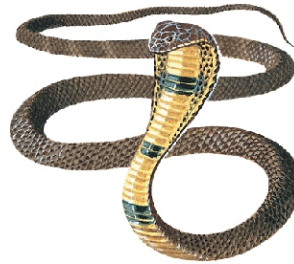
- Tell the students to name the objects and say the beginning sound.
- Ask them to match the letters with the pictures.

Unit:3.5

Match the letters with beginning sounds of the pictures.

s

t

u

v

w

Note For Teachers:

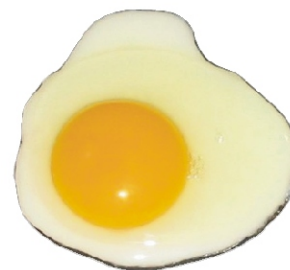
- Tell the students to name the objects and say the beginning sound.
- Ask them to match the letters with the pictures.

Unit:3.6

Match the letters with beginning sounds of the pictures.

x

y

z

Note For Teachers:

- Tell the students to name the objects and say the beginning sound.
- Ask them to match the letters with the pictures.

Unit:4.1

Ending Sounds

Look at the picture and write the ending sound.
The first one is done for you.

t

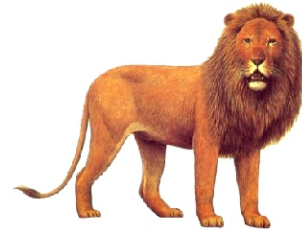
Note For Teachers:
- Tell the students to name the objects and say the Ending sounds.
- Ask them to write the Ending sound in the box.

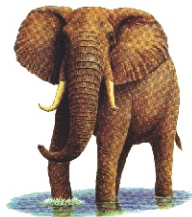
Unit:5.1

Animals and Birds

Look at the pictures and read

monkey

zebra

lion

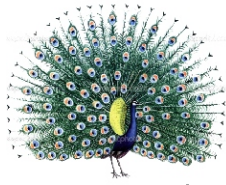
bear

elephant

horse

deer

giraffe

camel

parrot

peacock

duck

owl

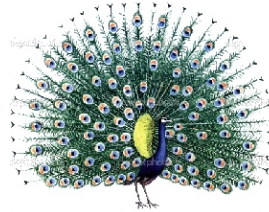
ostrich

sparrow

Note For Teachers:

- Show the pictures of the common animals and birds to students to name them.
- Write the English names on the blackboard. Teach the students to read the names.

Unit:5.2

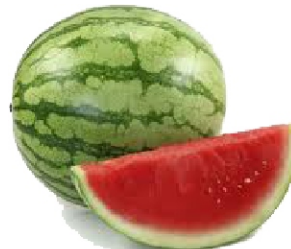
Activity (a): Match the pictures with names.

Activity (b): Write the names of the birds and animals you like.

Birds: ______________ ______________ ______________

Animals: ______________ ______________ ______________

Unit:6.1

Fruits and Vegetables

Look at the picture and read the words.

Note For Teachers:

- Introduce fruits and vegetables with the help of real objects or flash cards.

Unit:6.2

Activity (a): Match the pictures with the names.

Fruits	Vegetables
apple	cauliflower
watermelon	carrot
mango	onion
grapes	brinjal
guava	peas

Activity (b): Write the names of the fruits and vegetables you like.

Fruits: ____________ ____________ ____________

Vegetables: ____________ ____________ ____________

Note For Teachers:

- Encourage students to do the activities on their own.

Unit:7.1

Parts of Body

head

finger

cheek

hair

ear

eye

nose

mouth

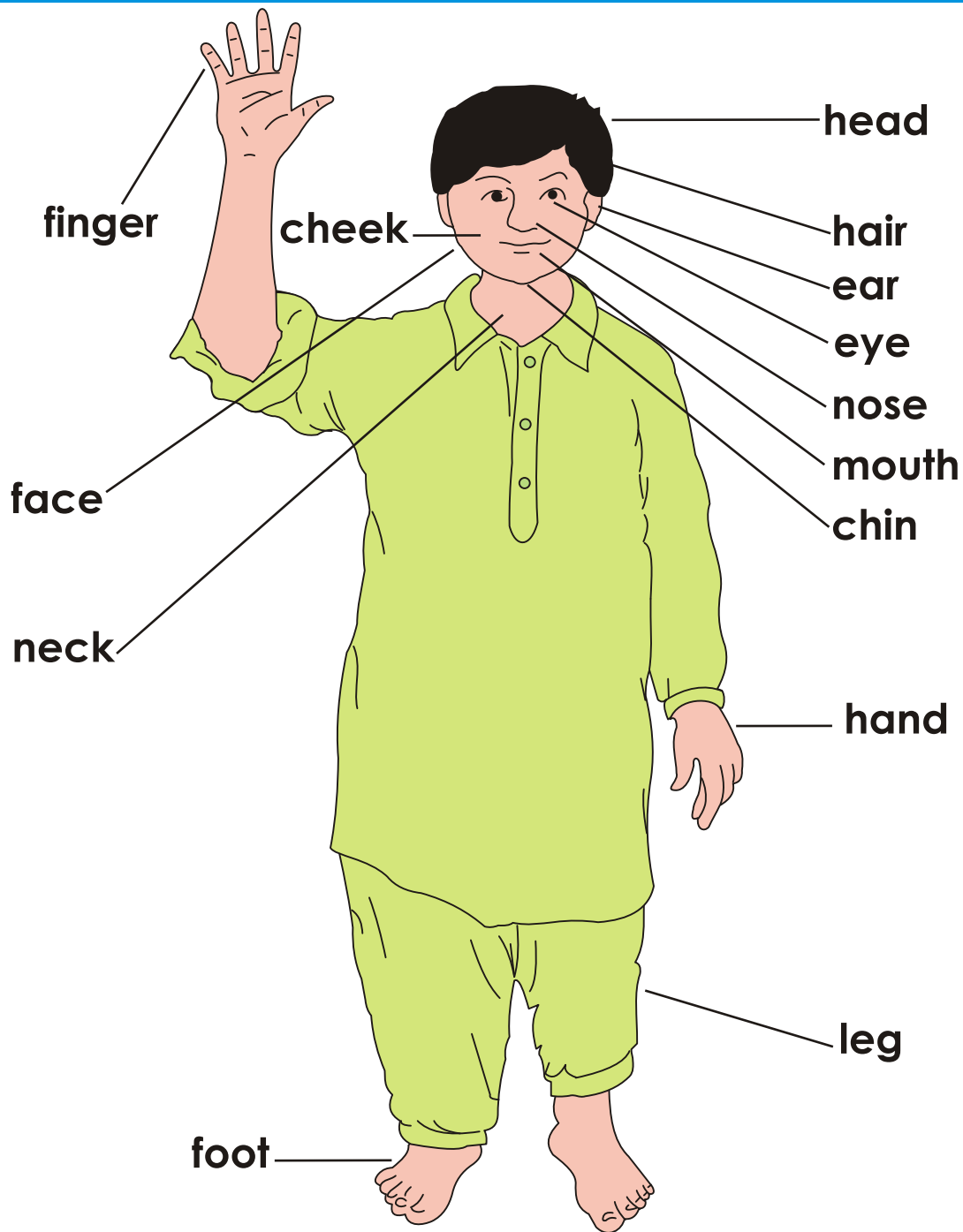
face

chin

neck

hand

leg

foot

Note For Teachers:

- Help the student to identify parts of body.
- Use total physical response and ask students answer

Unit:8.1

Vowels and Consonants

Vowels:

a) Read the following letters and circle the red letters.

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

b) The red letters above are called 'vowels'.
Write the vowels in the space below.

______ ______ ______ ______ ______

c) Circle vowels in the following words.

Example: bat

cat egg pin cot bun

Note For Teachers:

- Tell the students that in English Alphabet a-e-i-o-u are vowels and the rest of the letters are consonants.

Unit:8.2

Consonants

Consonants:
All the letters except vowels are consonants.

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

a) Read the above consonants from the box and write them in the space below.

_____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____

b) Circle the consonants in the following words.

Example: eat

ink egg cup ox car

Note For Teachers:

- Tell the students that in English Alphabet 'a-e-i-o-u are vowels and the rest of the letters are 'consonants'.

Unit:9.1

‘a’ and ‘an’

We use ‘an’ before the words starting with a vowel sound.

Examples:

an apple

an egg

an inkpot

an orange

an umbrella

Activity: Write ‘an’ in the blank and read.

_____ ant

_____ elbow

_____ igloo

_____ ox

_____ urn

Note For Teachers:

- Tell the students to use ‘a’ before a singular noun (object) which starts with a **consonant** sound and ‘an’ before a singular noun which starts with a **vowel** sound.

Unit:9.2

'a' and 'an'

We use 'a' before the words starting with a consonant sound.

Examples:

a bag

a cat

a doll

a car

a ball

(a) Write 'a' in the blank space and read.

____ **dog**

____ **fish**

____ **girl**

____ **hut**

____ **jug**

Note For Teachers:

- Tell the students to use 'a' before a singular noun (object) which starts with a **consonant** sound and 'an' before a singular noun which starts with a **vowel** sound.

Unit:9.3

‘a’ and ‘an’

(b) Write ‘a’ or ‘an’ in the space. Read and match the word. The first one is done for you.

__an__ ant

____ bus

____ book

____ car

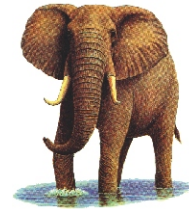
____ elephant

____ inkpot

____ octopus

____ pen

____umbrella

____ zebra

Note For Teachers:

- Tell the students to use ‘a’ before a singular noun (object) which starts with a **consonant** sound and ‘an’ before a singular noun which starts with a **vowe**l sound.

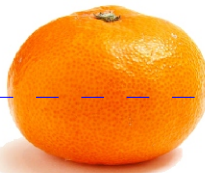
Unit:10.1

This is... - That is...

Read and say.

This is a pen.

That is a pen.

This is an orange.

That is an orange.

This is a tree.

That is a tree.

This is an ant.

That is an ant.

Note For Teachers:
- Point to the things which are near and say: This is ___________.
- Point to the things which are far and say: That is_____________.

Unit:11.1

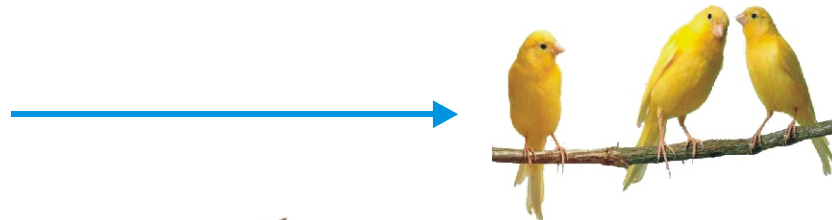
These are... – Those are...

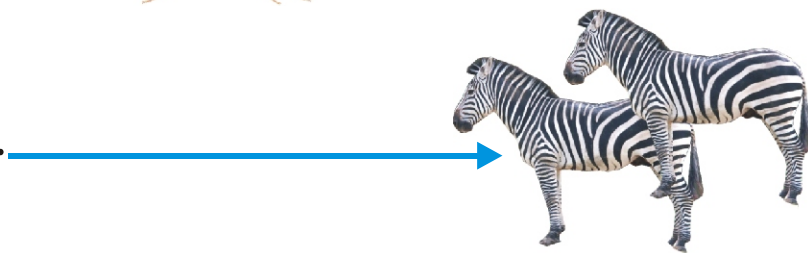
Read and say

These are pencils.

Those are cars.

These are flowers.

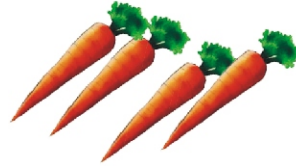
Those are birds.

These are ants.

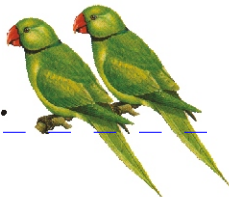
Those are zebras.

Note For Teachers:

- Point to the things which are near and say: These are ___________.
- Point to the things which are far and say: Those are_____________.
- Tell children to show more than one thing in their bags or on their desks and say:
- These are _____________.
- Tell Children to point to distant things and say: Those are ___________.
- We add 's' at the end of some singular nouns to make them plurals.

Unit:11.2

(a) Look at the pictures and fill in the blanks.
Write **These** and **Those**. The first one is done for you.

Those are carrots.

These are cats.

________ are parrots.

________ are cars.

________ are pens.

________ glasses.

(b) Read and write.

This is/These are	That is/Those are
This is a book.	That is a monkey.
These are pens.	Those are birds.
______________ a car.	______________ a mug.
______________ glasses.	______________ parrots.
______________ a chair.	______________ a jug.
______________ girls.	______________ boys.

Note For Teachers:
- Let the children read the sentences and help them to fill in the blanks.

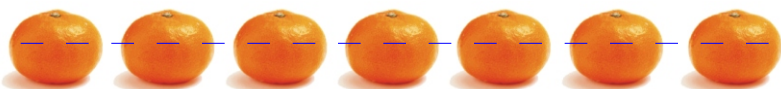
Unit:12.1

Numbers

1		one
2		two
3		three
4		four
5		five

Note For Teachers:

- Introduce number and help students to practice counting with the help of objects present in the classroom.

Unit:12.2

Numbers

6	six
7	seven
8	eight
9	nine
10	ten

Unit:12.3

Numbers

Activity: Write the numbers in words.
The first one is done for you.

1	2	3
one	__________	__________
4	5	6
__________	__________	__________
7	8	9
__________	__________	__________
10		
__________		

Unit:12.4

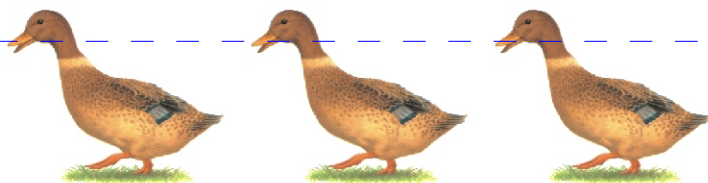
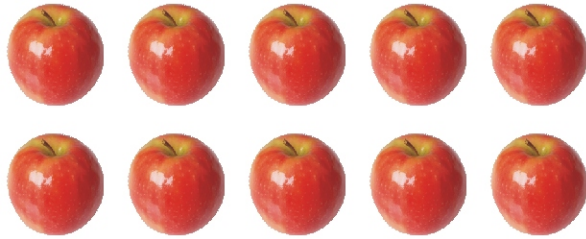
Numbers

Count and write: The first one is done for you.

two

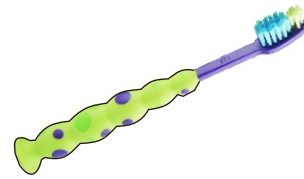
Unit:12.5

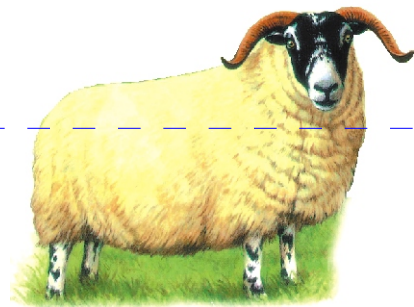
Numbers

Unit:13.1

Sounds ‘sh’

‘sh’ sound as in

fish

brush

ship

sheep

Write ‘sh’ in the space below. Match words with pictures.

___ip

____oes

bru___

fi_____

_____eep

Note For Teachers:
- Teach students ‘sh’ sound.

Unit:13.2

Sounds 'ch'

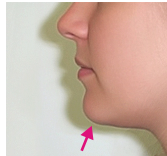
'ch' sound as in

chair

torch

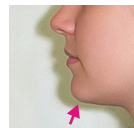
watch

bench

chin

Write 'ch' in the space below. Match the words with pictures.

____in

ben____

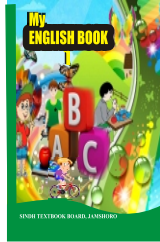
___air

tor ____

Note For Teachers:

- Teach students 'ch' sound.

Unit:14.1 Short and Long Vowel “OO” Sounds

‘oo’ sound as in.

book

cook

moose

noon

Write ‘oo’ in the spaces below, match the words with picture and read out. The first one is done for you.

h**oo**k

b _ _ t

f _ _ t

t _ _ th

m _ _ n

Note For Teachers:

- Teach the students short ‘oo’ sound as in ‘book’. Long ‘oo’ sound as in ‘moon’, shoot, hoot,’ etc.

Unit:14.2

Colours

The grass is green.
The sky is blue.
Everything is colourful.
Read the names of these colours.

red

blue

yellow

green

pink

purple

orange

brown

black

grey

Activity (a): Colour the given boxes and write the names of the colours under each box.

(b) Write: My favourite colour is ________________.

Note For Teachers:

- Ask the children to recognize the colours and repeat them.
- Teach the names of the colours. Show different coloured things and ask the name of the things and their colour.

Unit:15.1

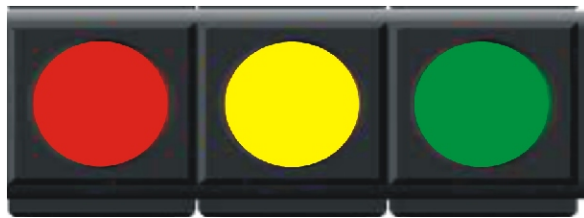
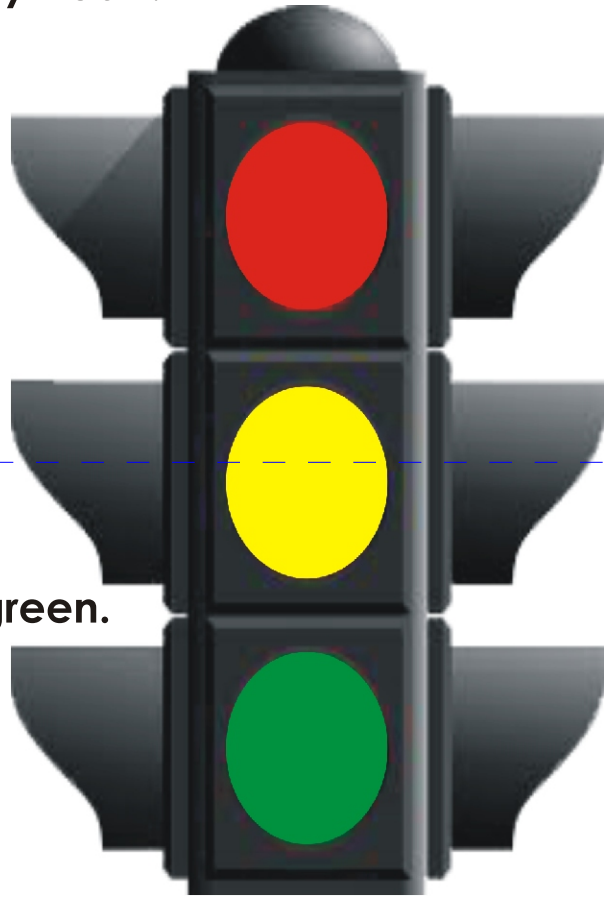
Traffic Lights

Read the poem and learn it by heart.

Red light, red light,
What do you say?
I say stop, stop right away.

Yellow light, yellow light,
What do you say?
I say wait, till the light turns green.

Green light, green light,
What do you say?
I say go, and go right away.

Thank you, thank you,
Red, yellow, green,
Now I know what traffic lights mean.

Note For Teachers:

- Ask students to recite the poem and enjoy it, by using body langauage (TPR).

Unit:15.2

Traffic Signs

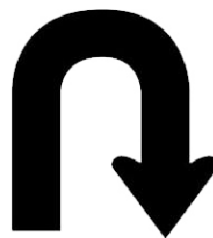
Read and recognize.

crossing

parking

no parking

no horn

hospital

u-turn

bridge crossing

dust bin

drive slow

Note For Teachers:

- Show the pictures of the common traffic signs and symbols to the students. Ask them to read and remember the traffic signs.

Unit:16.1

Action Words

Look and say.

read

play

write

think

eat

walk

stand

sit

laugh

Unit:17.1

Describing words

Read and repeat the following:

a red rose

a fat man

a thin girl

a small rat

an old man

a tall boy

a big elephant

a new bicycle

Unit:18.1 Professions

People have different professions.

Farmer

Carpenter

Doctor

Teacher

Driver

Nurse

Describe these people

a) Who is a farmer?

A person who works in a field or in a farm.

b) Who is a carpenter?

A person who makes things from wood like table, door etc.

c) Who is a doctor?

A person who treats sick people.

Note for Teacher:

- Tell the students about different professions and ask them to play the role of different professions.
- Use pre-reading strategy to ask question about profession.

Unit:18.2

Professions

d) **Who is a teacher?**

A person who teaches

e) **Who is a driver?**

A person who drives

f) **Who is a nurse?**

A person who looks after the sick.

Activity: Match the words with the pictures.

Teacher

Doctor

Carpenter

Driver

Nurse

Farmer

Unit:19.1

Capital letters

Use capital letters in the beginning.

Names of People

Read these names.

Names of persons always begin with capital letters.

Activity(a): Tick (✓) the names that are written correctly.

fahim	qayoom	tufail	yahya	shafiq

Activity(b): Write all the above names correctly.

_________ __________ __________ ___________ __________

Activity: (c) Write your name and of your two friends.

1.................................... (My name)

2.................................... (My friends name)

3.................................... (My friends name)

Note for Teachers:
- Give student more practice of writing names of persons beginning with capital letters.
- Ask students to write their family name in notebooks.

Unit:20.1

Poem

Fun

Read and learn it by heart.

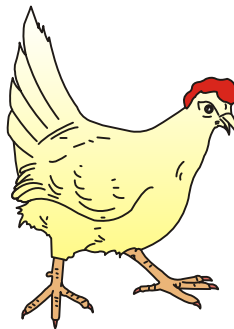
One, two, buckle my shoe

One, two,
Buckle my shoe,

Three, four,
Shut the door,

Five, six,
Count the chicks,

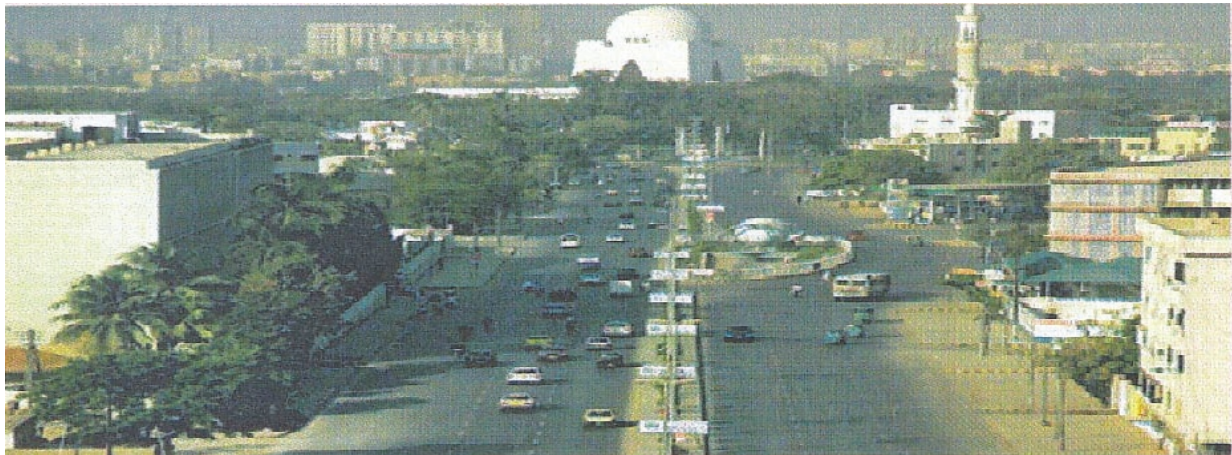
Seven, eight,
Open the gate,

Nine, ten,
A big fat hen.

Note for Teachers:

- Ask students to recite the poem and enjoy it and use body language (TPR).

Unit:21.1

Ahmed and his friends

My name is Ahmed. I live at M.A Jinnah Road. My friend Rafiq lives at Rani Street. Our city is Karachi. It is the biggest city of Pakistan. My friend and I play cricket on Saturday. We go to Hill Park on Sunday.

Activity (a)

Write all the names beginning with capital letters.

____

____

Activity (b) Match the correct answer by drawing lines.

a)	Rafiq lives at	Karachi
b)	Ahmed lives at	cricket
c)	They live in	Hill Park
d)	On Saturday they play	Pakistan.
e)	Karachi is the biggest city of	M.A Jinnah Road.
f)	On Sunday they go to	Rani Street.

Note for Teachers:

- Read the story to the students with correct pronunciation and ask them repeat it with you.
- Help the students to complete the exercise orally and then tell them to write it.

Unit:22.1

Singular and Plural

How many?

Singular
One

Plurral
Two or more
(plural with ‘s’ sounds)

cup cups

cat cats

shirt shirts

rabbit rabbits

duck ducks

How many?

Singular
One

Plurral
Two or more
(plural with ‘s’ sounds)

boy boys

girl girls

bag bags

eye eyes

ear ears

Note for Teachers:
- Teach the students to add ‘s’ at the end of each singular noun to make it plural.
- Teach the students the difference between ‘s’ and ‘z’ sounds.

Unit:23.1

A Fish

Poem/Fun

There is a silver fish,
She lives in a dish,
She jumps into a pail,
And falls on its tail.

Activity(a): Write the rhyming words.

1. fish …………
2. pail …………

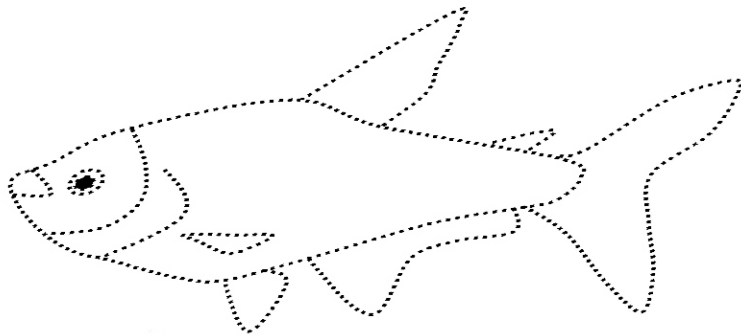
Activity(b): Complete these lines.

1. There is a …………………………. fish
2. She ……………………. in a dish
3. She jumps into a ………………
4. And …………….. on its tail.

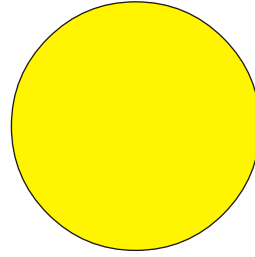
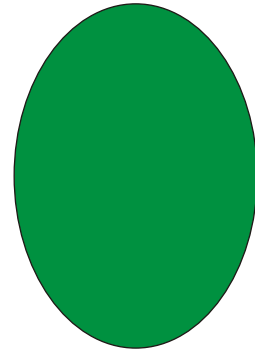
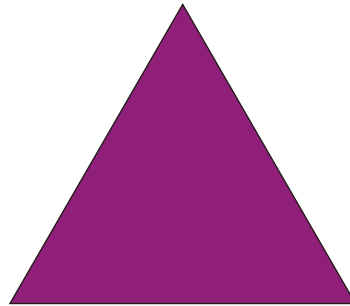
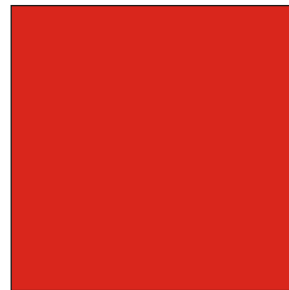
Activity(c): Write the things that the golden fish does.

1. She…………………
2. She………………..

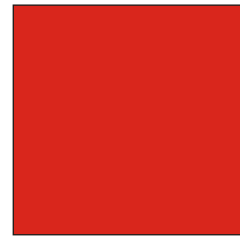
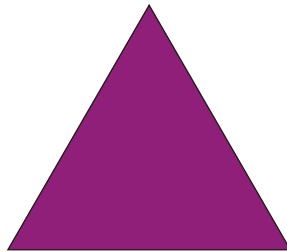
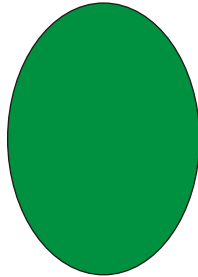
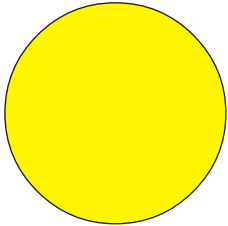
Trace and colour the fish.

Unit:24.1

Shapes

Skill: Reading Writing

What is this?
It is round like a ball ____,
with no end at all ____,
It is a **circle.**

What is this?
It looks like an egg,
a bit less round,
a bit more long,
It is **oval.**

What is this?
It looks like a cap,
It looks like an ice-cone,
It has three sides,
narrow up, wide down,
It is a **triangle.**

What is this?
It looks like a cube
with all four sides,
Equal and plain,
It is easy to explain,
It is a **square.**

Note for Teachers:
- Give students more practice and ask them to draw shapes by reciting poem.

Unit:24.2

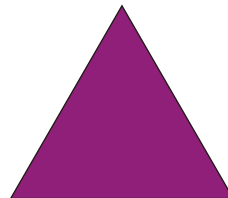
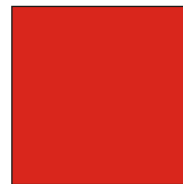
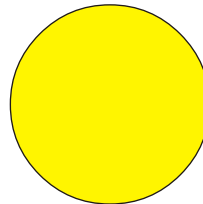
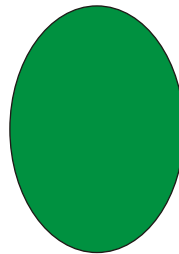
Activity(a): Say the names of the shapes.

Activity (b): Fill in the blanks.

Tri______ C______ S______ O______

Activity (c): Match the objects with the shapes.

Unit:25.1

My Country

Skill: Reading
Writing

My country is Pakistan.

I am a Pakistani.

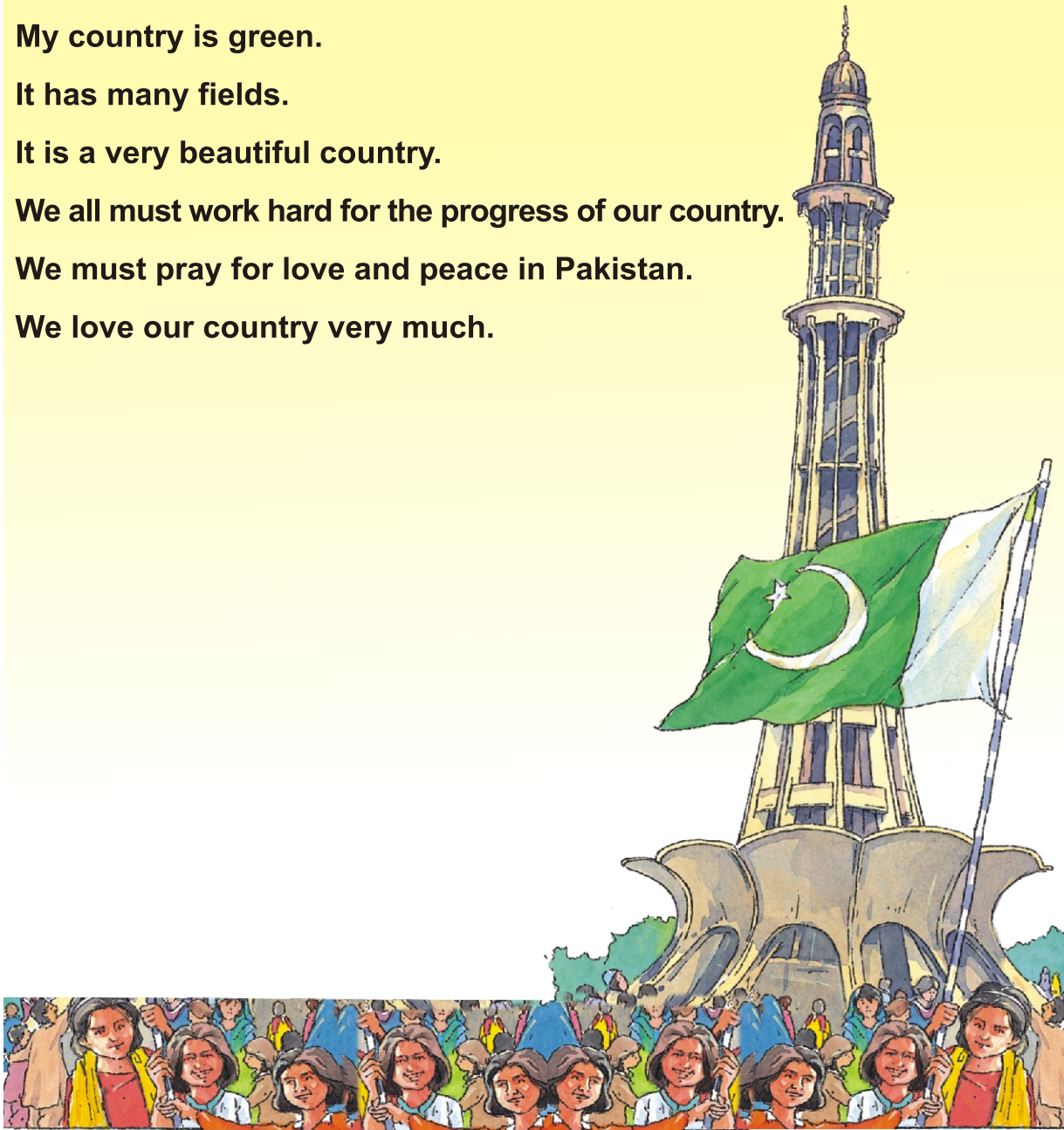
My country is green.

It has many fields.

It is a very beautiful country.

We all must work hard for the progress of our country.

We must pray for love and peace in Pakistan.

We love our country very much.

Note for Teachers:
- Tell the students about patriotism.

Unit:25.2

Activity (a): Fill in the blanks with the correct words given in the list.

beautiful	Pakistan	fields	Pakistani

1. My country is ....
2. It has many ....
3. It is a very .... country.
4. I am a ....

Activity (b): Circle Yes / No

The first one is done for you.

1. The name of this unit is My Country. (Yes) No
2. My country is Pakistan. Yes No
3. Pakistan has few fields. Yes No
4. We love our country very much. Yes No
5. Pakistan is green. Yes No

Unit:25.3

Activity (c): Write any 5 sentences that you like about Pakistan.

1 ____

2 ____

3 ____

4 ____

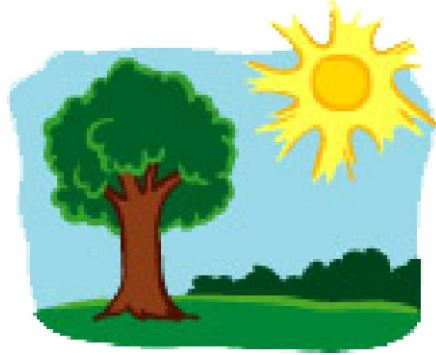
5 ____

Note for Teachers:

- Ask students to write about our country. Guide them in writing by supporting sentence one.

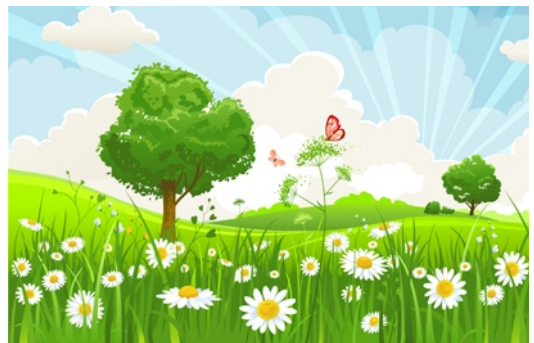
Unit:26.1

Seasons

Summer
In the hot summer day, we like cold drinks and ice-cream.

Autumn
In the autumn, green leaves turn yellow and they fell down.

Winter
In the winter, the cold wind blows. We like hot tea and dry fruit.

Spring
In the spring, the season is lovely, It has colourful flowers.

Unit:27.1

Days of the week

There are seven days in a week.

The names of these days are:

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

Activity: Write the days of the week in order and read aloud

Friday Sunday Tuesday Thursday

Monday Saturday Wednesday

1.___________________________

2.___________________________

3.___________________________

4.___________________________

5.___________________________

6.___________________________

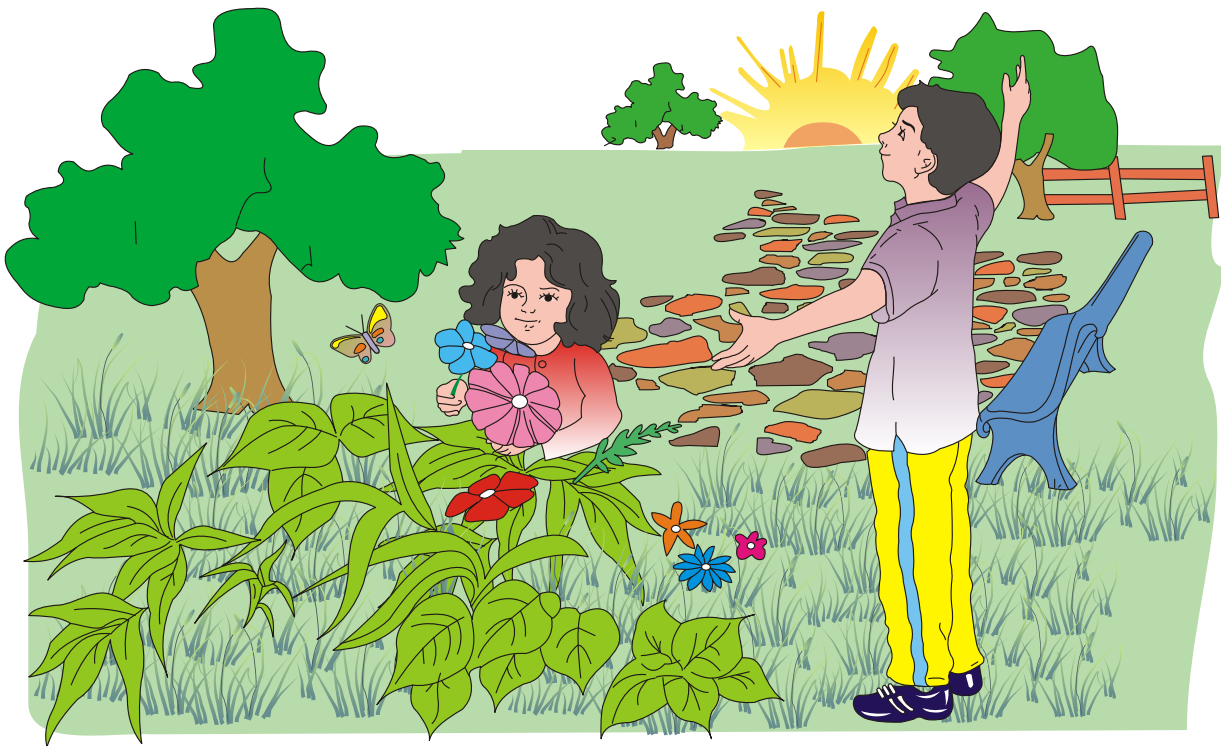
7.___________________________

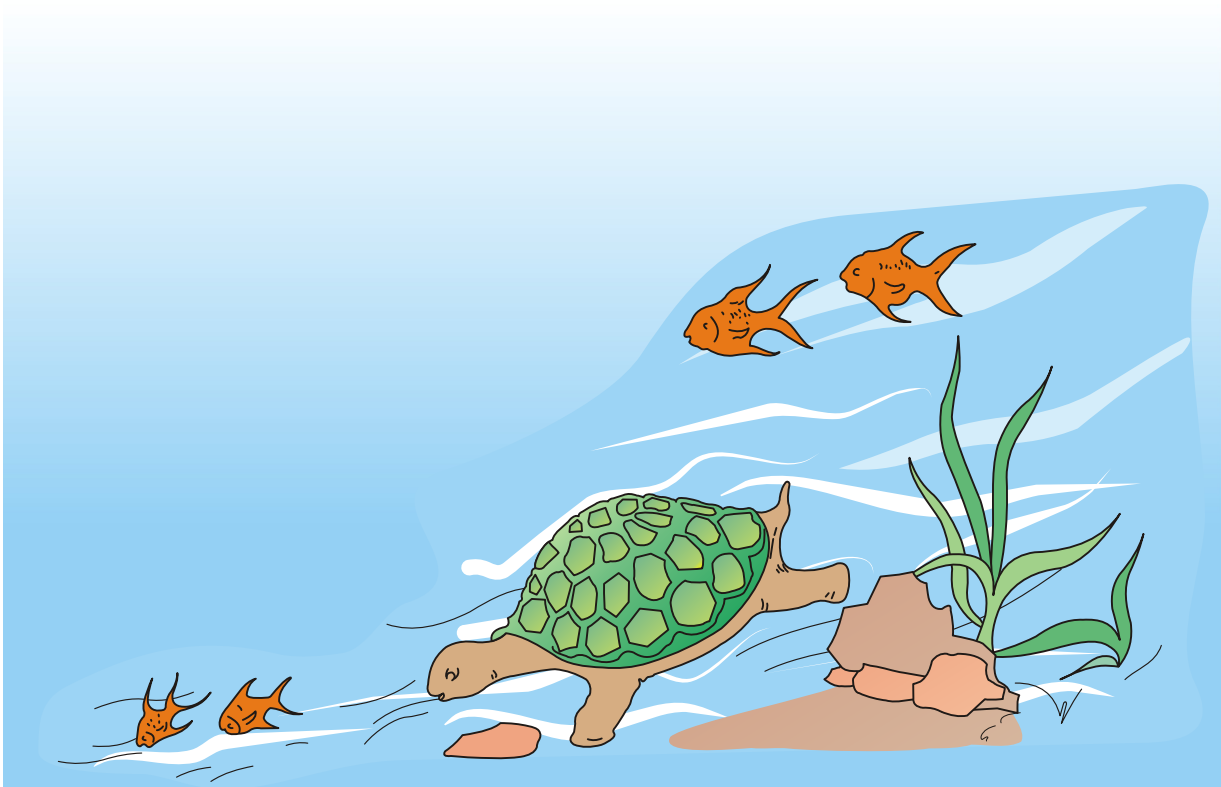
Note for Teachers:
- Help the students to complete the information.
- Show students calendar and ask them questions about it.

Unit:28.1

Early to Rise

Poem/Fun

Early to bed
And early to rise,
Makes a man,
Healthy, wealthy and wise.

A Turtle

There is a little turtle
He lives in a box,
He swims in the water
He climbs on a rock.

Glossary

Words and their meanings in Urdu and Sindhi.

Word	Meaning	Word	Meaning
active	محنت ڪندڙ/ محنت کرنے والا	farmer	هاري/ کسان
alike	هڪجهڙو/يکساں یا ایک جیسا	farmers	هاري/ کسان
all	سڀ/ سارے	field	فصل/ (واحد) کھیت
answer	جواب ڏيو/ جواب دو	fields	فصل/ (جمع) کھیت
around	چئني طرف/ چاروں طرف	fill	ڀرو ڪريو/ پُر کریں
asks	چوي ٿو/ کہتا ہے	flew	اُڏيا/ اُڑ گئے
at all	بلڪل نه/ بالکل نہیں	following	هيٺيان/مندرجہ ذیل
away	پري/ دُور	friend	دوست/ دوست
beautiful	سهڻو/ خوبصورت	frightened	ڊنل/ خوفزدہ
below	هيٺ/ نیچے	from	کان/ سے
best	عمدو/ سب سے اچھا یا بہترین	fun	دلچسپ/مزيدار/ کھیل کود یا مزہ موج
big	وڏو/ بڑا	gives	ڏئي ٿو يا ڏئي ٿي/ دیتا ہے یا دیتی ہے
broad	ويڪرو/چوڑا	goes	وڃي ٿو/ چلا جاتا ہے
built	ٺاهيا هئا/ بنائے تھے	ground	زمين/ زمین
carpenter	واڍو/ ترکھان بڑھئی	guess	اندازو لڳايو/ اندازہ لگائیں
choose	چونڊيو/ پسند کریں	happy	خوش/ خوش
circle	گول دائرو لڳايو/ گول دائرہ لگائیے	helped	مدد ڪئي/ مدد کی
city	شهر/ شہر	high	بلند/ اونچا
clouds	ڪڪر/ بادل	hungry	بُکايل/ بھوکا
compare	ڀيٽ ڪرڻ/ موازنہ کرنا	into	اندر/ اندر
comprehend	سمجهايو/ سمجھیے	Join hands	هٿ ۾ هٿ ڏيڻ/ ہاتھ میں ہاتھ لیں
concept	تصور/ تصور	knowledge	ڄاڻ/ معلومات
could not see	ڏسي نه سگهي/ دیکھ نہیں سکی	lazy	سُست/ سُست
cut down	ڪٽڻ/کاٹیں	less	بلڪل نه، گهٽ کم،تھوڑا
dances	نچي ٿو/نچي ٿي/ ناچتا ہے/ناچتی ہے	let us	اچو ته اسين/ آیئے ہم
describing	بيان ڪرڻ وارا/ بیان کرنے والے	letters	اکر/ حروف
different	مختلف/ مختلف	like	ساڳيو/مانند یا طرح
doctor	ڊاڪٽر/ ڈاکٹر	like a ball	بال جهڙو/بال جیسا
don't	نه/ نہیں	little	ٿورڙو گهٽ/ذرا سا کم
draw	ٺاهيو/ بنائیے	lived	رهندا هئا/ رہتے تھے
drink	پيئڻ/ پینا	lives	رهي ٿو/ رهي ٿي/ رہتا ہے/ رہتی ہے
eat	کاوان ٿو/ٿي// کھاتا/کھاتی ہوں	looks	ڏسڻ ۾ اچي ٿو/دِکھتا ہے
end	آخري ڇيڙو/ کنارہ یا سرا	love	پيار ڪرڻ/ محبت کرنا
enough	گهڻو، گهرج مطابق/ بہت زیادہ جتنا درکار ہو	makes	ٺاهڻ/ بنانا
except	سواءِ/سوائے	many	ڪيترائي/ کئی
farm	ٻني/ کھیت		

Word	Meaning	Word	Meaning
match	ملائيو/ ملائیے	sleep	سمهان ٿو/ سمهي ٿي/ سوتا ہوں/ سوتی ہے
mean	معنيٰ/ معنیٰ	small	ننڍو/ ننڍي/ چھوٹا/ چھوٹی
narrow	سوڙهو/ تنگ	some	ٿورو/ ٿوري/ تھوڑا/ تھوڑی
nests	آکيرا/ گھونسلے	sound	آواز/ آواز
nurse	نرس (مرد يا عورت)/ (مرد یا عورت) نرس	space	جاءِ/ جگہ
out the door	دروازي کان ٻاهر/ دروازے سے باہر	stairs	ڏاڪڻ/ سیڑھی
over the gate	دروازي جي مٿان/ گیٹ کے اوپر سے	stand	بيهون ٿا/ رکتے ہیں
pair	جوڙو/ جوڙي/ جوڑا/ جوڑی	starting	شروع ٿئي ٿو/ شروع ہوتا ہے
partner	ساٿي/ ساتھی	stories	ڪهاڻيون/ کہانیاں
paste	چنبڙايو/ چپکائیے	strong	مضبوط/ مضبوط
peace	امن/ امن	tall	بلند/ اونچے
people	ماڻهو/ لوگ	teach	سيکاريو/ سکھائیے
person	شخص/ شخص	teacher	استاد/ ماستر يا ماستياڻي/ استاد/ استانی
plain	صاف/ صاف	tell	ٻڌايو/ بتائیے
play	کيڏن ٿا/ کھیلتے ہیں	thanked	مهرباني مڃي/ شکریہ ادا کیا
please	مهرباني ڪري/ مہربانی	then	پوءِ/ پھر
poems	بيت/ نظمیں	things	شيون/ چیزیں
practice	مشق ڪرڻ/ مشق کرنا	this	هي/ یہ
pronunciation	تلفظ/	to attack	حملو ڪرڻ/ حملا کرنا
queue	قطار/ قطار	treats	علاج ڪرڻ/ علاج کرتا ہے
rainy days	مينهن وارا ڏينهن/ برسات کے دن	under	هيٺ/ نیچے
read	پڙهو/ پڑھیے	up	مٿي/ اوپر
read	پڙهان ٿو/ پڙهان ٿي/ پڑھ رہا ہوں/ پڑھ رہی ہوں	use	استعمال ڪريون ٿا/ استعمال کریں
rest	باقي/ بقایہ	very	تمام گهڻو/ بہت زیادہ
rest	آرام/ آرام	very much	تمام گهڻي/ بہت زیادہ
round	گول/ گول	went	ويو يا وئي/ گیا یا گئی
run	ڀڄان ٿو/ ڀڄان ٿي/ بھاگتا ہوں/ بھاگتی ہوں	were	هئا/ تھے
school is on	اسڪول کليل آهي/ اسکول کھلا ہے۔	were saved	بچي ويا/ بچ گئے
school is off	اسڪول بند آهي/ اسکول کی چھٹی ہے	what	ڇا/ کیا
shade	ڇانو/ چھاؤں	where	ڪٿي/ کہاں
shapes	مختلف شڪليون/ مختلف شکلیں	who	ڪير/ کون
shines	چمڪي ٿو/ چمکتا ہے	whole	سڄو/ سڄي/ سارا/ ساری
shouted	رڙيون ڪيون/ چلایا	why	ڇو/ کیوں
show	ڏيکاريو/ دکھائیے	wood	ڪاٺ/ لکڑی
sick	بيمار/ بیمار	work hard	سخت محنت ڪرڻ/ سخت محنت کرنا
sings	ڳائي ٿو/ ڳائي ٿي/ گاتا ہے/ گاتی ہے	write	لکو/ لکھیے
		writer	لکڻ وارو يا لکڻ واري/ لکھنے والا یا لکھنے والی